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ABSTRACT

Briefly described are approximately 110 activities appropriate for use with minimally brain injured children. Examples of activities are sorting beans, tracing pictures from coloring books, making a 'catch and pitch' mitt out of an empty bleach bottle, and using the Viewmaster to encourage interest in geography. Also included are directions for structuring playground activities and making various types of modeling dough. (DB)

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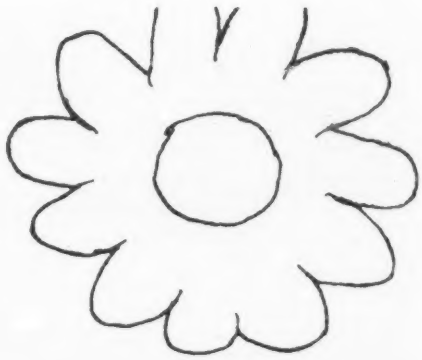

Teach with Leach

Hints for Teachers of MBI children

EC047293

Dr. Ethel Leach

1971

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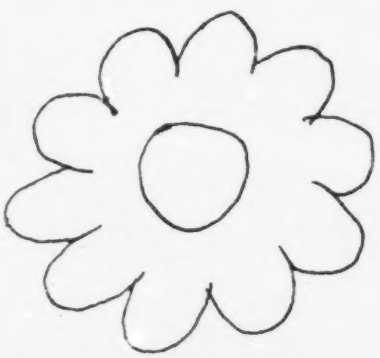
CLASSROOM HINTS

Sorting

Nail board. Use about a one inch thick board, whatever length and breadth you want. Glue plastic medicine bottles on it. Use it for sorting nails - gross or fine sorting. Also works with screws - find, match screw, put in proper bottle. He'll know the proper bottle because the teacher has glued an example of each by the appropriate bottle. Paint board red. Use of color more interesting and effective. /P.B.

More Sorting

Beans - from grocery - for sorting. Can dye them also, so have shape, size, and color. Use for counting or following directions too. /P.B.



Sharing Time

The value of "sharing time" is increased considerably if smaller items brought by the children are projected for all to see. Besides giving the child great satisfaction, this eliminates the disorder caused by passing things around.

Squaring a Number Ending in 5

The square of any number ending in 5 may be obtained in the following way. Example: To square 45. Solution: Square the 5, it equals 25. Add 1 to the number or numbers preceding the 5. 1 plus 4 equals 5. Multiply that number by the sum. 4 times 5 equals 20. Placing this product before the square of 5 gives the answer. In this example, it is 2025. / C.V.

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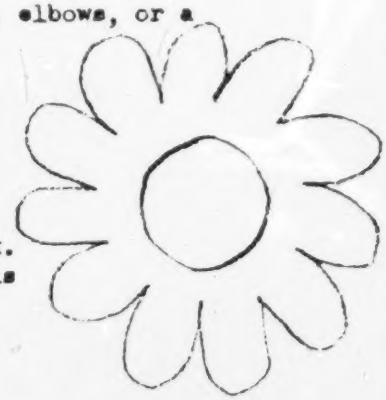
SUSPENDABLE BALL

Attach a colored rubber ball to a fishing line and use a reel as a method of raising and lowering the ball to the eye level of the child. You or the janitor can attach the line to the ceiling in a very stable manner but loosely enough that the line can be lowered and raised. The child can use his hands, elbows, or a stick to hit the ball. /D.L.



READING AID

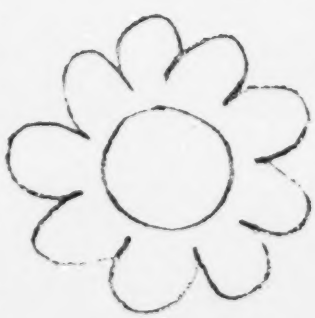
Take a card long enough to cover a page in a book. Make a slit or opening the size of one line. This sometimes helps the child to keep his place in reading and may cut down on distraction of other print. /C.V.

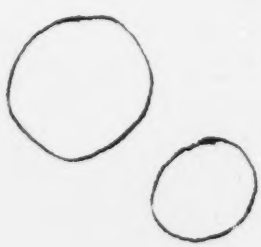
TRACING

Advanced - use Peanuts color books, or other "odd" characters your kids are particularly interested in. Start by stapling down all 4 corners, graduate on down to one staple at the top of the paper. Use onionskin. /P.B.

SALT LETTERS

Make own salt letters when teaching cursive writing. Write letter on posterboard with marking pen, "Elmer-glue" it, sprinkle salt, let dry, shake off excess. / P.B.





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READING

Read a sentence, such as "Ann ran." Walk it out. Then add, "Ann ran very fast." Repeat walk. "Ann ran very fast down the street," etc. Or clap it out, following the same procedure. /P.B.

OPAQUE PROJECTOR

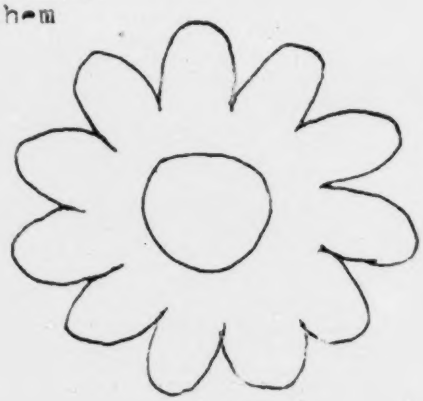
When using an opaque machine, put a large sheet of plastic on the wall so that it may be marked on and then erased. Wax pencils are suggested. Or, paint a masonite sheet white or a light color so that colored chalk can be used on it for tracing or writing by child or teacher. /C.V.

SESAME STREET

Make your own number and letter introductions. Be creative. Numbers and the alphabet are reinforced. The latter can be used for vocabulary and for speaking skills, and for recall. "What was the letter today?" "What sound does M make?" "How many words can you think of that start with that sound?" etc.

PUZZLES

Puzzles dittoed off - make them up, mix them up. Child cuts out the pieces. Paste them on colored paper.



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MOTOR SKILL (Grade Teacher, May/June '70)

"The Top." Stand with feet apart, spring upward and turn completely around, either clockwise or counter-clockwise, using arms to assist. When introducing this activity begin with a quarter turn, then a half turn before progressing to a whole turn. As balance improves, the children will be able to make a full turn. /D.J.

SCISSOR RACK

Spray an inverted egg carton with paint and use it as a scissor rack. /M.G.

MIXED DOMINANCE

To detect whether a child has mixed dominance, take a piece of cardboard (about 6 in. square), insert 1 inch hole in the middle. Have child hold the card about 14 inches in front of him and look at end of pencil you are holding. Do not tell him which eye to use. Then have the child hop to you on one foot. Discover which eye preference and which foot preference. If he chooses opposite foot and eye, he has mixed dominance. /C.P.

READING AID

"Push Me, Pull Me." Use your card with slit cut in one edge, the size of one line of print to either teach the child to push his eyes along, or to pull them as needed. Make card on unlined paper. It may be smaller in size than full page if desired. / B.H.

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WRITING SCREENBOARD

Obtain a piece of wire screen(nylon will not work as well) about the size of a page, or any size. Stretch this over a board and tack it down (can be nailed). Put masking tape over the ends of wire to prevent scratches. Place piece of paper over screen and using crayons(pressing down hard) write letters,shapes,etc. Child can feel over the letter he has made. /M.S.R.

COLUMN TRAINING

Turn the paper sideways when adding, subtracting or multiplying in order to encourage students to keep the numerals in correct columns. /M.G.

INTERVENTION TECHNIQUE

Sometimes it is better to ignore an act of a child, for he may be trying to attract attention. If possible, intervent his act by assing him to do something, perhaps open a window or sharpen a pencil. This will give him a positive act to perform to get the attention he desires. /M.A.

CATCH AND PITCH

A catch and pitch game can be played inside and it develops arm and hand muscles. Have every child bring to school a large empty bleach bottle. Cut out the bottom and also one side just below the handle. This makes a "catch and pitch" mitt. /C.C.

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TACTILE BOX

Fill a box with fabrics and other textured items. Cut a hole big enough for one hand. This exercise is good for tactual sensitivity. /M.G.

ACTION POEM

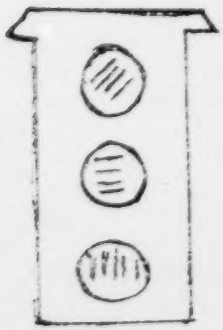
Each time the word "left" occurs in the poem the children raise left hands; on word "right" raise right hand. Clap hands on word "clap." Fold hands in lap.

Left, right, left, right
Left, right, clap!
Left, right, left, right
Left, right, clap, lap!

Same verse can be used with "nose" (touch nose) "toes" - substituting for "clap" and "lap". Or, as a marching chant with "jump" (forward leap) and "Kerplunk" (fall to floor) as substitutes for "clap" and "lap." /R.S.

SPELLING HINT

Classify words as with traffic light. Put one up if you wish and analyze the spelling list with crayola dots.



RED light words follow no rule. Must be learned. Irregular.

YELLOW light words-think! A generalization or simple rule will help.

GREEN light words are spelled like they sound. /B.H.

Soup helps to make more elastic and flexible [illegible]

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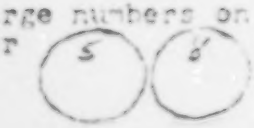
THE MISSING NUMBER

Have cards (4" x 3") numbered 1 to 5. Children sit in a circle with cards in a row in the center of the circle. Children name the numbers, then one child hides his eyes and another child takes away one number. The child hiding his eyes then opens them and tries to guess which number is gone. /M.M.

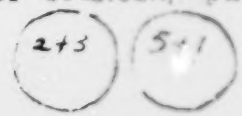
ARITHMETIC AID

Materials: Pyrotape of various colors, spools (may be dyed many colors),,tagboard discs approximately 3 inches in diameter, felt marker.

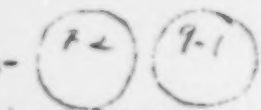
Punch hole in center of each disc. Mark large numbers on the discs, i.e. For counting-put a single number



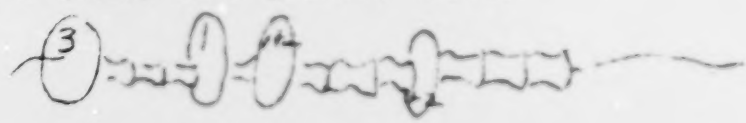
For addition-



For subtraction-



String one disc on length (3-4 ft.) of Pyrotape. Add the number of spools indicated for the correct answer. Add another disc and proceed as before. Another child or aide or teacher can check for accuracy at a glance. /D.J.



STORY RECORD BOOKS

Found at Sears, Discount stores, dime stores-more reasonable than at a commercial company-are useful in many ways; such as for the temporarily disturbed, hyperactive, etc. child who needs to "tune out" of other things for awhile. Run them on the record player with earphones. /P.B.

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PLAYGROUND STRUCTURE
(ACTIVITIES)

At Vada Know school (for Special Learning, MBI) we use a structured playground method. There are several reasons. Some children, at least when they first come to us, cannot handle, adequately, the space of a playground. Some cannot play with others yet. Structure is continued without a break in the day, giving children security, and helping them learn control. Auditory and visual commands can be learned, carrying over into the classroom. Sequencing comes in here, too, plus motor training and activity, plus right and left re-inforcement.

We have a set of footprints, in red and green. Give such instructions as put your feet in each of the red, put your left foot into all the green footprints, etc. In each of these activities, start with one direction, work up to longer directions, harder activities. Use your own imagination.

Shapes--triangles, squares, circles, in colors. Use for color learning, shape discrimination, gross motor, combinations of these.

Two (2) telephone poles, laid flat. Helps develop balance, listening. Can learn to listen to a sequence of instructions, stop and go on auditory or visual clues, etc.

A large red box, with large enough holes, in shape form, for the child to crawl through--helpful in developing body concept, space, form, going up, down, around, through, over, to the right of "me", etc.

Large square. Get the feel of, stopping on auditory or visual clue, etc. Use for hopping, jumping, walking, running, on toes, combinations of these.

Large circle. Get the feel of, activities listed above, plus (with both the square and circle) use beanbags, balls, etc. No competition though. Number concept--anything else that comes to mind.

Hopscotch--plain variety, or add such things as holding beanbags, stopping on a number, etc.

Cursive alphabet--walk out the letters. Personally, I would prefer three (3) sets, apart from one another. One in capitals, one lower case, one a combination. Maybe a fourth--each cursive letter alone, spaces between them--all this if you have the room!

Plus these things, you can use a fence, edge of the blacktop, a tree, etc. in giving instructions in sequencing, using gross motor activities, plus balls, beanbags, etc. Or use in conjunction with one or more of the above listed things (circle, telephone poles, etc.) There is no end to the ideas or the level of complexity. Different children can be given different levels, as they are ready for them.

Helpful Manuals:

1. The Remediation of Learning Disabilities - [illegible] Parker Pub. Glen Park Blvd., Palo Alto, Calif. [illegible].
2. Perceptual Training Activities Handbook - [illegible] Teachers College Press, Columbia [illegible].
3. A Motor Perceptual Developmental Handbook of activities - P. O Box 936, La Porte, Texas. About $1.00.
4. Developing Learning Readiness, Getman, McGraw Hill, Dallas.

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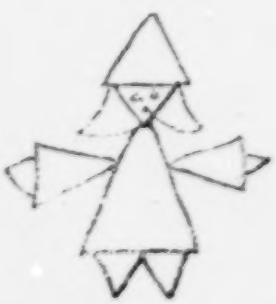
PHONICS WHEEL

Two circles are cut out of cardboard. One should be about 9" in diameter, the other about 7". The smaller one is placed on top of the larger one, and the two are fastened together through the center, so that they can rotate freely. Initially consonants are printed on the larger circle and phonograms ("family sounds" such as ing, ay, ight) are printed around the edge of the smaller circle, enabling different words to be formed by rotating the circles.

It is important to so space the word elements that when one consonant lines up with a phonogram, they all do. If you use 8 consonants and 8 family sounds, there will be 64 possible combinations, some will be words, some will be nonsense syllables. The child needs experience in reading both. This is an especially good device for the brain-injured child, because it encourages him to make rapid shifts. /B.W.

HALLOWEEN ART FUN

Make skeletons from white drinking straws. Elmers glue to black paper. /R.S.



POLLOWING DIRECTIONS GAME

Cut various shapes such as circles, squares, and triangles out of oak tag or poster board. Tape to the floor with masking tape. Begin with simple one level commands and proceed to more complex ones. Using a rubber ball, tell the child to bounce it three times on a square, then two times on a blue circle, etc. Adapt to the needs of the group. /P.A.

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IDEA FOR OPEN HOUSE

Tape the singing of your class to be played during the parent visitation. Repeat the tape recording as needed. /M.F.P.

VISUAL MEMORY

Cut a picture from a magazine, particularly one with color. Expose it, then remove it. See how many things the child can recall at the verbal level. If this at first proves difficult, allow the child to verbalize as he studies the picture; then remove it and test his recall. /M.G.

EXPLORING THE SOCIAL STUDIES

The viewmaster can be used as an excellent device for encouraging interest in geography. Let students bring their viewers and slides which can be examined by students who finish other work. The poor reader can also learn much through this means. /M.F.P.

AUDITORY DISCRIMINATION

Collect articles that make a noise: Any number of children. Have all children close their eyes. One child may turn his back to the class. Make a noise with a bell, clap his hands, pour water, or use any noise maker he desires. Let the children guess what noise they heard. The first one that guesses the correct name of the noise may take his place in front of the class to make the next noise.

MOSAIC TILES

Use mosaic tiles for matching, counting, sorting, or creating with these colorful squares. /M.G.

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COLORED CHALK PICTURES

To make permanent, spray with inexpensive hair spray. /V.M.B.

TACTILE GUESSING GAME

Place a common object inside a cloth bag. Let the child feel the object through the cloth and try to identify the object. /C.P.

CONCEPTUALIZING

Collect pictures from old magazines depicting broad categories such as rides, animals, furniture, etc. Use 5 to 10 pictures for each category. Mount each picture on a 7" by 7" piece of cardboard. The child's task is to sort them by category.

At first, place one picture from each category in front of him. Discuss them with him. "Where will we put the rides, The animals," etc. Give him one picture at a time. Gradually, let him work from the entire collection. Large envelopes may be used for each group of pictures. /B.W.

TALKING TIME (TT)

Write the letters TT on the board to signal students that it is Talking Time. This signal soon becomes familiar as students put away work, perhaps arrange seating less formally and prepare to talk. Anyone may initiate a subject; others comment. Be sure to have a store of topics to introduce if this technique "bogs down" at first. /B.E.F.

PEABODY KIT

If not familiar with it, look at a Peabody Language Kit. It is pretty fun to use and gives you many ideas of where to go on your own. /W.B.

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MAGIC PROGRAMMING

Use a colored plastic cover for a page of printed material. Write in the answers on the printed page in the same color as the plastic coverlet. After the child has done his work, he opens his "magic book" and can see the answers. Create new ways to use this hidden color.

FOCUS ON SPEAKING AND LISTENING
DIFFERENT WAYS OF SAYING THINGS

Students will enjoy experimenting with different ways of saying the same words or sentences. Let them try saying the following sentences, first laughingly, then sadly, and last angrily.

"Am I going with you?"
"It just doesn't seem to fit."
"What in the world have you been doing?"
"I don't care what you say."

As students try these sentences, have them suggest situations in which the sentence might be used as they said it. Brief impromptu skits can be developed as the students think about the situation.

DESIGN PAPER

Make a paper with a design similar to this example. First, start large, work to smaller designs, then let the child make his own. Can color according to verbal or visual directions, or do on his own.

TEXTURE PICTURES

Use feathers, wood, twigs, stones, grass, flowers, cotton, seeds, cloth, etc.

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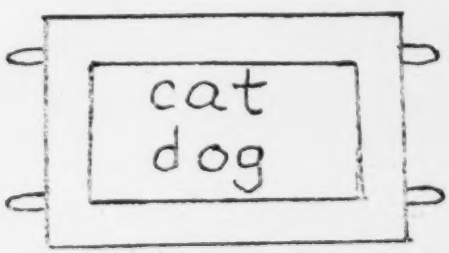
WORD DIP BOX

Cut words from newspapers and magazines. Mount on strips of colored paper. Drop into a small box. Play games with them.

REINFORCING VOCABULARY

Use a box to make a T.V. Cut out a square hole for the picture tube. Use a long piece of paper to write the words, either from readers or spelling words, or whatever you want to reinforce. Use two dowels that will stick out of the box so that you can roll the paper to show the next word. The words can be given by the teacher or the children can use it as one of their learning games. The box can be constructed by the children with the direction of the teacher. One can be made for each reading level. The box can be any size, but it might be preferable to use a small box because they are easier to store when not in use.



TACTILE DISCRIMINATION

Fill a box with navy beans and have the children explore with their feet various objects that are buried within the bean pile.

VISUAL MEMORY

As an aid in spelling, reinforce the visual aspects of the word by having the child trace and say the word as it is exposed on the board. Then erase the word and have the child write it. In this method the child is using his tactile and kinesthetic senses to aid his visual memory.

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RECORD

Music with commands divided into 5 minute sections. Develops listening skills, body coordination, auditory memory, etc. Some of the activities are frog jump, inchworm, and jumping jack. Title: Modern Dynamic Physical Fitness Activities, CH 108 LP. $5.95. Order from: Children's Music Center, Inc., 5373 West Pico Blvd., Los Angeles, California. 90010.

TRACING WORDS AND LETTERS

Used mostly with trouble words, new words, and letters which the child repeatedly reverses. All words, large and heavily outlined, are usually made by the teacher with black crayon. Words are given with an abundance of space; no more than 3 or 4 words on an 8 x 10 inch sheet of paper. A tracing paper overlay allows the child to see clearly the words on the under sheet.

VISUAL MEMORY

Show a tray of various items (pencils, crayons, scissors, paper clips, etc.) to the child. Let him look at the tray, then remove it. Let the child draw a picture of the tray as he recalls it. Allow about 15 seconds for the exposure period.

PAINTS FOR DIFFERENT SURFACES

Wood - Tempera covered with shellac; oil paints.
Paper - Paste-tempera
Metal - Metal or glass paint, Art Chem transparent paint.
Textiles - Textile paints, crayola pressed with a hot iron.
Plaster of Paris - tempera, texture paints, flat oil paint.

Cover supply table with plastic table cloth. Never use thin plastic in the classroom. Use low flat cans for paint so they will not turn over.

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NEWSPAPER

Have each child write a newspaper each day. These papers are dated and they are to tell something that happened that day that doesn't happen every day. It may be about themselves, their families, things that happen at school, or things in the news. These papers may be read the first thing each morning or placed where the children can read them during the day.

PIN-POINT DESIGNS

Ditto off a simple design. Place over a piece of colored construction paper, on a rug mat. Take a pin (straight or safety) and punch holes on all the lines. When finished, tape on a window. Light shines through and gives an outline "glow." /P.B.

SPELLING REINFORCEMENT

Rhyming words in silly sentences for phonograms. Guide class to compose original ones. Use same spelling. Examples:

"We will zoom to the moon at noon."
"Do not let the oil boil or it may spoil."
"We may play in the hay if it rains today."
"We can't go far in a car if we look at a star."
"It is a treat to eat that meat." /B.H.

HOW TO CLEAN PAINT BRUSHES

Oil paints are thinned with turpentine. Clean brushes in turpentine, then wash in soap and water.

Water-base paints are thinned with water. Clean brushes with soap and water.

Shellac over tempera is thinned with denatured alcohol. Clean brushes in denatured alcohol, then wash with soap and water.

/V...H.

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AUDITORY MEMORY

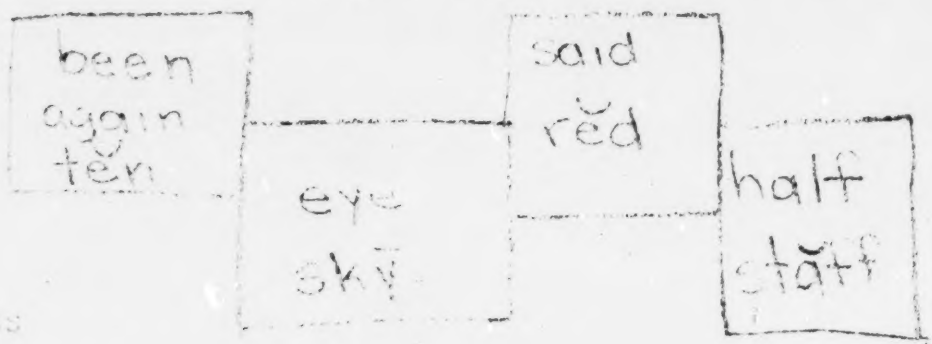
The teacher spells a word to the class. At the beginning the teacher may have the children to trace the letters on the tops of their desks as she spells it, but this should be eliminated as the pupils become more proficient. The teacher may call upon one child to say the word and to spell the word on the board. P.M.C.

COLOR DISCRIMINATION. ABILITY TO FOLLOW DIRECTIONS AND VISUAL MEMORY

The teacher lays out simple patterns using colored sticks. The children are asked to make one just like it. At first the pattern is shown to them while they make it. Later the pattern is shown, and then covered, requiring the children to reproduce from memory what they had seen. /M.M.A.

READING HINT

Display an irregular word for reading with a rhyming word that is regular (phonetic). /M.L.



DESIGNS

Use glue and popcorn (colored or plain), unpopped. Outline a design. Especially good at Halloween and Thanksgiving time. Also, use popped popcorn for outlining or filling in a picture. /P.S.

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PERCEPTUAL MOTOR SKILLS

Set up a physical practice deal in the room, using such things as a walking board, balance board, crawling under, over, around chairs, chalkboard activities, jumping, hopping, skipping, rope skipping, ball bouncing, bean bag throwing, etc. Put on board (if they can read) and put the number of times to do it. Then each child goes to each "station," does it, places his initials on the board when he has finished. This takes careful preparation. /P.B.

TEACHER READY-KIT

Get a colorful tote bag, or perhaps a basket type carry all. Stow those items you are always needing, such as a pkg. of pencils, knife, pliers, small hammer, screwdriver, razor, needle and thread, scissors, safety pins, masking tape, stapler, band aids, bottle opener, etc. /L.L.H.

COUNTING STICKS

A coat of shellac preserves the wood sticks when used by individual pupils as counters. /L.G.

STUDY CARRELS

We use "booths" or "offices" (3 sided cubicles with a desk or table inside) for a child who is hyperactive, or for a specific task during the morning or afternoon routine. Any manipulative or paper task that doesn't require a great deal of room can be done in here. The child can take his time, and concentrate without outside visual stimulation. /P.B.

READERS

Look at the Sullivan Programmed readers. Great morale-builder when ready for reading. /P.B.

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MULTIPLICATION FACTS

Use a coke case to play "postman" with multiplication facts. After multiplying a fact on the given card, have the child put the card in the correct numbered box. For example: The child would then put this card in the box that has the number "12" for its label. /M.C.

COUNTING

Pegs or toothpicks on an overhead projector may be counted and the correct felt or cardboard numeral then projected. /M.C.

PHONICS

Use a big gift box. Divide top and bottom into sections. Use bottom for long and short vowels, top for consonants. Bring miniature objects. Place objects in appropriate places for vowel sounds and beginning consonant sounds. /P.B.

TO DEVELOP VISUAL AND AUDITORY SKILLS

Real balloons of different colors and sizes and shapes are used for color and size discrimination. The children are directed to pick out a large red balloon, etc. /M.M.A.

GRAB BAG

If you teach small children and assign duties daily, start each day with a grab bag. Each student will have his duties and there will be no arguing over them. /M.B.

SAND VASE

Get a jar, paint with glue, roll in sand, let dry. Paint design with glue, sprinkle sand down the sides. Let dry. Varnish. /P.L.

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RUBBINGS

Fold 12 x 18 inch newsprint in half. Place fall leaves of various types inside the fold. Rub with flat side of crayon, using fall colors. When leaves are too dry and crumbly, cardboard patterns may be used though the vein designs are lost. This idea seems adaptable to geometric shapes, letters, and numbers to give another dimension to these figures. /E.L.

LACING CARDS

Down one side of a sheet of colored paper are pasted half the items, with sufficient space left between each item. Down the right side will be the "partners" of the items arranged in different orders. Beside each item a hole is punched all the way through the board. The children are to use shoestrings through the holes linking the items which match. /C.M.H.

BODY AWARENESS

A game that is fun is to have one child blindfolded, seated in a chair with his back to the class. Another child comes forward quietly and touches a part of the body of the seated child. The seated child must name the body part that was touched. If he misses, the one who touched takes his place. /M.R.

TISSUE PAPER FLOWERS

Cut 5 pieces of tissue paper 3½" x 5" or 7" x 10". These can be assorted colors or all one color. Fold the long side as a child folds a fan, about ½" wide. Wrap a No. 15 flower wire around center. Start with top layer of paper and pull straight up toward wire, both sides. Do each layer like this, and you will have a beautiful flower. /J.H.

MOTHER'S DAY

Cut a [illegible] x 10" piece of construction paper. Fold in half. Use crayolas, felt [illegible]. to write your message. Tape a lollipop on the front, write "To A Sweet Mother." /L.

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FLASHLIGHT TAG

For visual-motor coordination, darken the classroom and play "flashlight tag." Aim your flashlight beam on the wall and have the child use his flashlight to tag the beam. Also, you can have a series of numbered cards on one wall. The teacher then calls a number and the child must land on the number called. You can use new words in the child's reading vocabulary list for targets. /M.G.

STEREOGNOSIS

A bag is filled with 20 easily identifiable objects. The objects are first placed on a table and the children identify them. The teacher puts the objects rapidly back into the bag. Each of the children in turn, reaches into the bag and names one object. He removes the object in order to verify his perception. If correct, the object remains on the table; if he guesses incorrectly, the object is returned to the bag and the next child has a turn. /C.B./.

"OFFICE" IDEA

In making "offices" for MBI's from packing boxes, it has been suggested to paint them with spray paint in order to cover lettering. In order to assure no bleeding through, first tear pieces of brown paper (grocery bags using unlettered side) and paste over lettering. Tearing will help blend in the edges. Then paint. /B.W.

DIRECTIONALITY

To aid left to right directionality in eye movements for a child, the teacher can make 3 rows of squares and color each box a different color. The child names the colors in the first row. Then the teacher indicates the beginning of the next row and the next. /M.L.G.

MAZE PICTURES

Call out a number (which is on the ruler) and a color. Have child make a line. See what pictures develop. /L.B.

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CREATIVE THERAPY

Less messy than plasticine and just as easy to model as clay dough. It's easy for children to measure and mix. It is both educational and therapeutic. Add food coloring to 2 cups of water in a large bowl. Add 1 cup of salt (not iodized) and stir well. Add 2 cup flour, mix and knead until it becomes elastic. Use as plasticine but keep stored in a tightly sealed plastic bag, in the refrigerator. /R.S.

OTHER IDEAS

Modeling Clay - 4 parts flour, 1 part salt, enough water to moisten. May be painted and shellaced after it dries.

Asbestos Dough - 3 cups ground asbestos (used for covering furnace pipes), 1 tbsp. glue, 1 cup flour, water. Add enough water to make right consistency for modeling. This is very inexpensive, when dry is light in weight, durable and may be painted with powder paints, etc.

Sawdust Dough - 2 cups sawdust, 1 cup flour, 1 tbsp glue, not water or liquid starch. Moisten with water or starch until of modeling consistency. If used as ornaments, strings or wires should be put in place while they are being modeled. After drying, they may be painted, etc. 4 tsp. or two of powdered alum added to dough will preserve it for a longer period of time.

These may be cut with cookie cutters, or pressed with a butter mold. Holes for hanging may be punched with a toothpick before drying. Glitter, sequins, feathers, may be pressed into the damp ornament. Use your own ideas! /R.S.

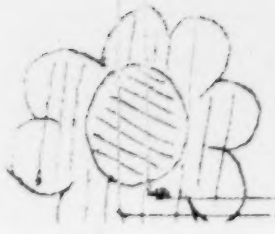
BULLETIN BOARD

red ribbon

The purpose of this bulletin board is for notes that are to be sent home or things that need to be done before the children leave for the day. If the teacher doesn't remember, the children will. /C.P.

GEOMETRIC COLLAGES

Make a person, whole picture, an abstraction, but use only geometric shapes. /R.S.



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VISUAL-MOTOR COORDINATION

The spinning of jacks can turn into a good exercise for eye-hand coordination as well as finger manipulation and dexterity. Draw a circle and direct the child to try to keep as many jacks spinning at one time as possible within the area of the circle. /L.G.

WALKING BEAM

Have a child walk on the beam with heel and toe forward and then have him do it backwards. /C.K.W.

MNEMONICS

Ex: "ea" says /a/ in four English words: break, great, steak, yea. Two groups of teenagers with language disabilities composed these silly sentences to remember the above: "Break a great steak, yea!" "Yea, steak is great, but it will break your budget." /B.H.

SUBSTITUTION

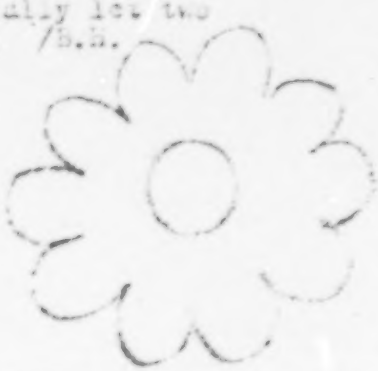
Try this method when children persist in using faulty grammatical patterns. Select a pattern which you hear misused frequently, such as " I seen it", and start with one child in the room. The teacher says " I saw a cat on the fence". The first child says, "She saw a cat on the fence. I saw a dog on the farm." The next child says "He saw a dog on the farm. I saw a bird in the tree." Each child in turn repeats what his predecessor saw and adds a new sight. /M.G.

OR-SOUNDS

Draw a fork sticking in the world for two sounds or <u>or</u>

<u>or</u> says /or/ except when it comes after <u>w</u>, as in work, worm. Then it says /ûr/.

Orally: Use key words fork or world and physically let two children make world and fork with their hands. /b.h.



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LEFT TO RIGHT

Pictures of cars, trucks, or bicycles, some of which point clearly to the right, some to the left, can be used to help boys and girls distinguish left from right. Have a child arrange one row of vehicles going right and another row going left. /P.A.

AUDITORY MEMORY

Translating words into body movements is fun for primary age children. If the children cannot hop, skip, turn, and jump then instruction will be necessary first. To begin the teacher says, "Here is a pattern: Jump - jump - pause - hop - hop - hop. Who can do it?" As they become acquainted with the procedure other directions can be used, such as "bend, reach, left foot hop, etc. / M.G.

STICK FINGERS

Match sticks (with heads removed) are used to construct simple geometric figures. Give the child 30 match sticks with which to construct his figures. He pastes the sticks to other sticks to make a geometric figure. /C.E.S.

AID FOR REVERSAL PROBLEMS

Construct 3x5 inch tagboard color-cued sight-word cards using words which are typically reversed, i.e. stop and spot, rat and tar, pot and top. Color the initial consonant green and the ending consonant red. The colors help reinforce directions: Green means go, red means stop. The child will begin to know where to start and stop reading the word. Instruct the child on how to use the color cues in reading vocabulary cards. Teaching Exceptional Children, Summer 1969. /P.A.

VISUAL PERCEPTION

Get Frostig books, make your own variations when they are ready for paper work. Gives you a starting base from which you can go on indefinitely. /P.P.

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PERSONAL TEACHING EXPERIENCE

Helping a child learn to tell the difference between a "b" and a "d" may be simple if the child knows how to print and spell his name correctly. For example, in the name "Robert" Robert has a "b" in its name. Every time the child whose name is Robert comes across a spelling or reading work with either a "b" or "d" in it, have him print his name on paper. In this way, he can then distinguish these troublesome letters and thus read or spell the word correctly. /M.G.

SPELLING HINT

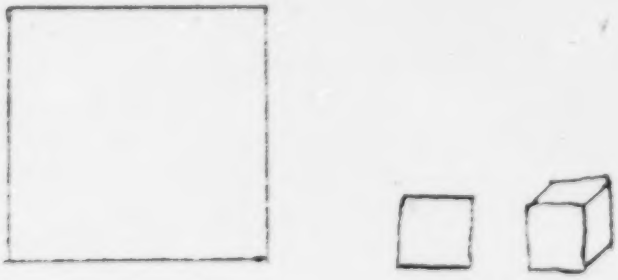
English words do not end in letters i, j, or v. If we want these sounds at the end of a word, we spell them:

| ـِـ |	ـُـ	| ـِـ |	is spelled with vowel y
|v|			is spelled ve
|j|			is spelled ze or dze

/B.H.

DEVELOPING MENTAL IMAGES

One square inch, one square foot, one cubic inch help the student develop mental images. /M.C.



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TEACHER SIGNALS

To get the teacher's attention rather than calling or waving hands, let the child make a flag to be anchored in some way on the cubicle by the child when he needs help. /E.L. via B.W.

ATTENTION SPAN

Use a magnifying glass to increase the child's visual attention span and also his ability to focus upon an object. /M.L.C.

AULITORY MEMORY

This game-like situation involves telephone numbers. This is good in areas now on all-digit dialing. One child says his telephone number and asks someone to repeat it. The number should be said clearly and slowly. /M.G.

LEFT-RIGHT DISCRIMINATION

Draw five left and five right hand shapes by tracing around a child's hand. This can be done on two colors of construction paper. Cut out the shapes and glue them on a roll of shelf paper. Direct the child to match his hand to the prints. Emphasize verbal labels during each step of the activity. Roll the paper out of sight when not in use. /P.A.

EXPERIMENTING WITH PAINT

Fold 12 x 18 inch manila paper in half, then open. Teacher places one or more blobs of paint on the fold (same or different) and the child again closes the fold to smear the paint. When re-opened, the child examines the resulting blot for a picture, form, or idea. In regular classroom, children tell about their pictures to the group. MBI child might gain more by expressing his ideas at first to teacher or aide. /E.L.

BRICK BOOK ENDS

Get edges smooth first. Paint with colored enamel. When dry decorate with "real" things, such as ribbon or something from a catalogue, from a magazine. Then cover with clear shellac. Glue felt on the bottom to keep from scratching. /J.H.

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SENTENCE SENSE

To assist children with the idea that words in a series express a comprehensible idea, prepare simple sentences with the words out of order. Start by writing, on the board, a three or four word sentence in jumbled form. Ex.: "at Look the dog" Explain that the capitalized word gives a clue for placing the words in proper order for meaning. Follow this with other sentences that do not contain proper nouns. Seat work should then be assigned. This exercise builds the concept of a sentence starting with a capitalized word. Follow this exercise up with sentences containing a proper noun, such as, "at look run Bob," which adds another dimension to order. For fun, include sentences which could be written two ways and still have meaning such as: "In the forest the trees aretall" or "The trees in the forest are tall." /M.G.

EYE-HAND COORDINATION LOCK BOX

A box is filled with padlocks of various sizes to which keys are attached by means of long chains. By locking and unlocking, the child develops eye-hand coordination and manual dexterity. /B.C.

FINGER MULTIPLICATION

1. Children taught to count by rote 2's,3's, 4's, 5's, 10's.
2. Ball up fist. Each hand represents a five. Each finger represents a number above 5. For example, 7x8--raise 2 fingers on left hand, 5 on right hand. Each finger raised represents 10 points in final answer. When figuring 7x8, you have 5 fingers up, so you have a sub total of 50. Second, there are 3 fingers down on one hand, 2 on the other. Multiply then together 3x2=6. Then add 50+6=56. Numerically, the process may be expressed as follows: $10(3+2) + (2x3) = 56$. See: Barney, It's OK to Count on Your Fingers, Parents' Magazine, Sept. 1968. /R.S.

PAYING ATTENTION

When a child is not applying himself to the task a hand, look at him steadily until he feels your look. This should bring his mind back to the task. Then move toward him and give needed help to get him started again. /W.A.

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FINE MOTOR COORDINATION

Pick up small objects with tweezers.

Clamp clothes pins on rim of shoe box to make cage for zoo animals.

Wrap string around a large stick to prepare it for kite flying.

Tear newsprint into pieces to be used for paper mache later.

Screw jar lids off and on of different jar sizes.

Mold shapes from aluminum foil. /E.S.

VISUAL MOTOR COORDINATION

Use a large surface area and make a highway for a model car. Have the child try different speeds in manipulating his car to the goal. The object being to stay within the lines. /M.G.

BEAN BAG

Put the numbers 1-3 in chalk on the floor, and then put tape where the child is to stand. The children are divided into groups. They throw the bean bags into 1 of the squares.
/C.M.W.

RHYMING CONCENTRATION

Concept of rhyming words (antonyms, etc.) can be taught by printing these word pairs on the backs of matched old maid pairs. Take "Old Maid" card out. Shuffle deck and place face down on large surface. Play "Concentration." Each player reads words, turns cards over, if they match he has read rhyming words. Player with most cards wins. Can be played individually. /J.B.

PLASTIC BOTTLES

Detergent bottles. Arrange, use for arithmetic.
Or use with a rubber ball for a bowling game.
Use for vases-cut off top and add fancy edge. Decorate with crayons or tempera.
/P.L.